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ABSTRACT

This guide to developing career education programs in Indiana elementary and secondary schools tells how to move career education from an idea to a permanent part of the school curriculum. The guide was written specifically for persons who have the task of leading their schools' career education programs. The guide has three chapters corresponding to three phases of program development: (1) initiation for spreading the idea of career education throughout the schools and community and making preparations for planning an organized program; (2) planning for designing the school's student program and developing a plan for implementing the program; and (3) implementation for performing the "behind the classroom scenes" work of implementing the school plan. Phases 1 and 2 consist of 19 steps in sequential order. The third chapter lists pointers and resources for seven program development and support functions whose sequence depends on the school's plan. References on career education are suggested. (KC)

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LEADER'S GUIDE TO DEVELOPING CAREER EDUCATION PROGRAMS

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INTRODUCTION

This is a guide to developing career education programs in elementary and secondary schools. It tells how to move career education from an idea to a permanent part of the school curriculum.

The guide was written specifically for individuals who have taken on the challenge of leading their school corporations' career education efforts. Steps 1 and 2 are included for the benefit of school administrators who have not yet selected the leaders of their school corporations' program development.

The guide has three chapters corresponding to three phases of program development.

Phase I: Initiation. Spreading the idea of career education throughout the schools and community, and making preparations for planning an organized program.

Phase II: Planning. Designing the school corporation's student program and developing a plan for implementing the program.

Phase III: Implementation. Performing the "behind the classroom scenes" work of implementing the school corporation plan.

Phases I and II consist of nineteen (19) steps which are somewhat sequential. The third chapter lists pointers and resources for seven program development and support functions whose sequence depends on the school corporation's plan.

The guide is not a book of rules and regulations, nor does it contain a guaranteed formula for success. It is simply an attempt to convey in an easy-to-follow format what other Indiana educators have learned from experience. Every suggestion needs to be examined for its applicability to each local situation.

If the school corporation has already been involved in career education for some time, only parts of the guide will apply. Step 3 suggests ways to assess the level of program development and to determine what remains to be done.

The Indiana philosophy of career education gives strong preference to involving every faculty member and the broader community in "infusing" career education into the total school curriculum. Nevertheless, the guide applies equally well to programs choosing other methods of providing career education experiences to students.

The guide assumes a basic understanding of the goals and methods of career education. Good basic references are:

Career Education: Concepts and Practices. Barbara A. Smey. Philadelphia, Pa: Research for Better Schools, 1981. 63 pp. ED # 199 451.

Career Education: Retrospect and Prospect. Kenneth B. Hoyt. U.S. Office of Career Education: Washington, D.C., 1981. 76 pp. ED # 203 156.

Career Education: Where It Is and Where It Is Going. Kenneth B. Hoyt. Salt Lake City, Utah: Olympus Publishing Company, 1981. 320 pp. An excellent overview by Kenneth Hoyt, former head of the U.S. Office of Career Education.

A Primer for Career Education. Kenneth B. Hoyt, Director, Office of Career Education, U.S. Office of Education. Washington, D.C.: Government Printing Office, 1977. 39 pp. Stock No. 017-080-01752-1.

Refining The Career Education Concept: Part V. Kenneth B. Hoyt. U.S. Office of Career Education: Washington, D.C., 1980. 82 pp. ED # 204 603.

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CAREER EDUCATION AS DEFINED IN INDIANA*

Career education is the totality of those educational experiences that enable individuals to learn about and to prepare for work. These experiences are continuous and occur at all age levels - childhood through adult - and are for all learners of all economic, social and ethnic backgrounds.

Focusing on the total development of each individual, career education encompasses the awareness of self, the appreciation of the world of work - both paid and unpaid - and the attainment of planning and decision-making skills. It spans all occupational levels including those requiring minimal training as well as those requiring very high levels of specialized competence.

Career education functions through the total efforts of education, the home, and the community to make education more relevant to the individual. It does not seek to replace academic or vocational education or to separate them. Career education provides, within the existing curricula, opportunities to explore and experience a wide variety of careers and encourages a respect for the dignity of all work. The aim is to develop productive members of society who are equipped to cope with and adjust to present and future life situations.

1. Career education is for all persons.
2. Career education is in all levels of education.
3. Career education involves the cooperation of all educational personnel.
4. Career education is taught in all curricular areas.
5. Career education is for all occupations and professions.
6. Career education has the concept of work central to its definition.
7. Career education focuses on the career development of the individual.
8. Career education includes the community.

*Adopted by the Indiana Advisory Council for Career Education in 1977 and presented in the Indiana State Plan for Career Education, Department of Public Instruction.

PHASE I: INITIATION

During Phase I the idea of Career Education is spread through the schools and community. Preparations are made for planning an organized program.

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Step 1: Decide that Career Education is Important

Schools have many concerns these days - enrollments and budgets are shrinking, regulations and costs are expanding, and proposals to add new programs to the curriculum keep pouring in. However, career education is not another "problem" to add to the list; it can be an answer to many of the challenges facing schools today. To name a few of its potential benefits, career education can:

- stimulate students' interest in learning,
- revitalize the faculty's enthusiasm for teaching,
- expand the community's participation in education, and
- strengthen public support of the schools.

In the final analysis, career education is a contributor to other educational goals, not a competitor. Nevertheless, career education's payoffs do not come without investments. Developing a strong program will take time, energy, and money. Other concerns will compete with these resources; choices will have to be made. If enough of these choices favor career education, the program will succeed; otherwise it will not. Only if career education is established as a school corporation priority will the program have a good chance of achieving the strength it needs to solve other educational problems.

Who in particular needs to support career education at this point?

The administration, particularly the superintendent and building principals.

Nobody can substitute for the superintendent in promoting career education as a school system priority. His or her specific tasks include assuming leadership in strategic planning and school board relations, selecting career education leaders, and inviting community members to serve on the Community Advisory Council. Other tasks can be delegated, but the superintendent should continue to watch and promote the program's progress.

Likewise, nobody can substitute for principals in promoting career education as a school priority. Support is most crucial in keeping the program going once it is underway. Depending on the school corporation's structure, other key administrators in the promotion of career education may include associate or assistant superintendents and curriculum supervisors.

What if nobody in the administration is particularly interested in career education?

If everything within reason to get the administration's commitment to career education has been tried and has failed, be patient. Although administrative support is vital to getting an organized program into the official school curriculum, teachers and counselors can make important contributions to students' career development on their own. One should do whatever can be done to encourage the faculty's individual efforts. If the idea is kept alive, an opportunity may eventually present itself to give career education the priority it needs to flourish.

Administrators who appear unsympathetic to the cause might actually be doing career education a favor in the long run. Perhaps they know that if an investment is too small, there will not only be no payoff; there will also be charges of failure. Maybe they have chosen to wait until the schools can afford to make a whole-hearted commitment to career education rather than to make token concessions now that could result in more harm than good.

Career education sounds expensive. Is it?

No, a small school corporation can develop a kindergarten through grade twelve career education program for a few thousand dollars. But that is only what appears as a line item in the school budget; the largest part of the career education investment is in time and energy. Infusion, one career education strategy with great potential for solving educational problems, asks every educator and the community at large to make basic changes in their approach to educating young people. That takes commitment.

Step 2: Select Leadership

Someone will be needed to coordinate the program's planning and development. Once the program is underway, coordination needs will change and responsibilities may be reassigned. At this point, someone is needed who:

- is infectiously enthusiastic about career education,
- knows something about career education and is willing to find out more,
- relates well with people,
- knows the community,
- knows the kindergarten through grade twelve curriculum and can identify with any level and any discipline,
- is respected by the faculty and is sensitive to their interests,
- has or can be given the authority to represent the superintendent, and
- can be given the time (or will make the time) to lead and coordinate the program's planning and development.

A central office administrator may fit this profile best, but it could also be a counselor, media specialist, or a teacher with a reduced class load.

Each building will also need a leader. At first the building coordinator's main function is to promote interest and participation; this is best done by the principal. Natural leaders for planning and implementation will emerge from the faculty at Step 5; they can assume some of the building leadership then.

Step 3: Plan Strategy

If the school corporation is starting at the beginning, and if the intention is to develop a comprehensive K-12 career education program involving all of the schools in the district, following this guide's advice, step-by-step, should work well. Many schools, however, have had some involvement in career education for several years by now. Perhaps the plan is to use the guide to plan a program involving only one or two schools. In these cases, the procedures outlined here may require modification. The three exercises that follow will give a picture of where the school corporation is with career education and where to proceed next.

First think about how other attempts at curricular innovation have gone in the school corporation. Comparing the successes to the failures will give insight into:

- Who really determines whether a program succeeds - i.e., who will have to be behind career education to make it go?
- What appeals to these people and where do their priorities lie - i.e., what arguments are most likely to win them over?
- What approaches worked with other programs? Who was influential? Is it better to minimize the workload of these persons or maximize their involvement, to stimulate their creativity or to tell them exactly what to do?
- Is inservice training a critical element? Good materials? The size of the budget? Something about the program itself?
- How long does it take to get a new program running smoothly?

Second, turn to the checklist in Box G and use it to do a quick "armchair assessment" of the schools' career education readiness. This exercise will uncover obstacles as well as assets; aim at overcoming these obstacles by capitalizing on the assets through the strategic plan.

Third, read through the guide cover-to-cover, checking off the steps that are already done to satisfaction and the ones that are unnecessary. List the remaining steps (possibly in a different order) and set target dates for their completion. Notice that some steps can be done simultaneously, as shown in Box A.

A SAMPLE TIMELINE

This shows which tasks should be sequential and which may overlap. Your program's development may take more time or less.*

Phase/Step	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
I: Initiation									
1. Decide that career education is important	x								
2. Select leadership	x								
3. Plan strategy	x								
4. Ask the board for approval to proceed	x								
5. Promote awareness and stimulate activity	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	xxxx	
6. Organize a Community Advisory Council			x						
II: Planning									
7. Form planning committees			x						
8. Establish student outcome goals									
a. Develop tentative goals			x						
b. Assess needs				xxxx					
c. Set corporation goals					x				
d. Assign goals to buildings					x				
e. Identify special needs populations					xx				
9. Assess your assets				xxxx	xx				
10. Look into model programs				xx	xxx				
11. Decide on delivery modes						x			
12. Set implementation goals						x			
13. List implementation tasks and costs						x			
14. Assign tasks						xxx			
15. Reassess coordination needs						x			
16. Calculate total budget						x			
17. Retrench and cut						x			
18. Take the plan to the school board							x		
19. Announce the board's go-ahead							x		
III: Implementation									
Begin staff development								xxxx	
Begin community resource dvlpmt.								xxx	
Begin materials library								xx	
Begin curriculum development								x	
Begin evaluation								x	

* "x's" correspond to the first, second, third and fourth week of the month.

One should try very hard to resist making any decisions at this point about the career education program's structure or objectives. It cannot be avoided entirely if, for instance, the program will be funded through a grant restricted to certain grades or activities. Limit possibilities no more than absolutely necessary. The best option might be overlooked by jumping ahead, and a powerful strategy for getting the program implemented might be missed.

If you want people to cooperate in carrying the program out, include them in deciding what the program will be.

The most important aspect of strategy planning is deciding whom to involve and when. There are three main groups to think about: the school board, the school system staff, and everyone else. The "rules of thumb" as to when to bring them in are different for each group.

The school board in most cases should be the first to know that career education is being considered. See Step 4.

The school system staff, who will eventually carry the responsibility for implementing the program, should be involved from the start. Definitely include teachers, counselors, and media specialists who will, or may, work directly with students. Also involve administrators who may be needed in leadership, coordination, and support roles. Step 5 is a good time to start serious work on promoting staff participation.

Everyone else includes all types of community resource people. Career education almost by definition involves employers, labor representatives, parents, and community organizations. Do not wait until a guest speaker is needed to make the first community contact; people outside of education have a great deal to offer in the behind-the-scenes work of career education, as well as in providing students exposure to the work world. They should be involved early, but generally not before the school has its plan somewhat together. The community is also influential with the school board, but a premature or heavy-handed community power play is more likely to aggravate the board than to inspire them. All of this considered, it is usually best to ask for community input beginning at Step 6, after the school staff have some experience with career education, but before program planning begins.

Step 4: Ask the Board for Approval to Proceed

Ask for the board's approval to proceed through the next several steps and to release the resources this will require. Other than staff time, the cost should be minimal. The point is to get the board's interest aroused and to prepare them for the implementation proposal, which will require a greater commitment on their part.

The board will need an overview of career education. The overview should be brief, concentrating on what career education does for students and how it involves the community.

Some resources for use with school boards are:

Careers. A Districtwide, School Based Approach. Sara Walkensaw (Compiler). Kansas City School District: Kansas City, MO., 1979. 930 pp. ED # 181 187.

Career and Vocational Education for Small Schools: A Guide for Planning and Implementation (Revised). Barbara Miller (ed.) Oregon State Department of Education: Salem, Oregon, 1980. 98 pp. ED # 192 954.

Implementation Issues in K-12 Career Education. Kenneth B. Hoyt U.S. Office of Career Education: Washington, D.C. 1980. 38 pp. ED #209 452.

A School Board Debates Career Education, a series of four films by the National School Board Association. For information on previewing, renting, or purchasing the films, contact Arthur L. Swerdloff Productions, 4224 Ellenita Avenue, Tarzana, California 91356, (213) 344-6730.

School Improvement Processes in Career Education. Barbara A. Smey. Research for Better Schools: Philadelphia, PA., 1981. 49 pp. ED # 199 456.

Upper Arlington Comprehensive Career Education Program. Nancy A. Losekamp. Ohio State Department of Education. Columbus, OH., 1980. 96 pp. ED # 195 750.

Twelve Steps to Career Education: A Step-by-Step Process Handbook That Enables LEA's To Plan and To Develop Comprehensive Career Education Programs. Interinstitutional Consortium for Career Education: Salem, Oregon, 1978. 95 pp. ED # 176 020.

The next board presentation listed as a step in the guide is at the end of Phase II, when the school corporation plan is proposed. An interim report might be considered, especially if the initiation and planning phases will take more than a few months. Logical places would be right before Step 6, when the Community Advisory Council is formed, and at the end of the needs assessment in Step 8.

Step 5: Promote Awareness and Stimulate Activity

The faculty's introduction to career education can be done in an hour. The introduction session should announce that the school corporation is looking into implementing a career education program and that the faculty will be involved in the planning. The board's and administration's support must be conveyed to the faculty, but must not be presented in a mandatory approach. The remainder of the time should be used to:

(1) Present the basic idea of career education. The presentation should not be indepth. Concentrate on how career education will meet faculty needs, i.e. making subjects more interesting; and students' needs, i.e. relating school subjects to necessary working skill.

(2) Give every teacher, counselor, and media specialist the means to have a successful experience in doing career education - something they can try out within the week. Hand them a small collection of tried and true classroom activities, and leave a box full of attractive supplementary materials at the schools. Provide choices among specific things they can do with students. This will be especially effective if the principal makes a special request for everyone to try at least one activity and to report back on how it worked out.

Some tips:

- Conduct awareness training by departments at the secondary level; divide elementary faculties into primary and intermediate. Small groups are more responsive, and homogeneous ones make it easier to relate the session specifically to participants' needs.
- Let the group talk and participate.
- Avoid overwhelming the faculty with too much information; how they feel about career education is more important now than what they know about it.
- Hold the sessions before school rather than afterwards if possible.

Some references for awareness training are:

Career Education Teacher Training Corps. Kaye D. Keifert and others. Seattle, Washington: Educational Service District 121, 1978. 160 pp. ED 183 798. A model for local district staff development and program planning and development. Seven training modules provide a comprehensive system that can be adapted for use in a variety of educational settings.

The 1979 Annual Career Education Handbook for Trainers, Vol. II. Carolyn D. Raymond. Available from Palo Verde Associates, 2032 East Riviera Drive, Tempe, Arizona 85282, 1979, 426 pp. Designed to assist individuals responsible for planning or conducting career education training activities, this handbook contains a collection of ideas which could be used in numerous situations with both educators and community people.

Career Education Practice: An Overview and Guide to Resources. Patricia A. Henning. Philadelphia, Pennsylvania: Research for Better Schools, Inc. January 1980. 114 pp. ED 182 524.* Designed to stimulate school staff to consider a wide range of student learning activities as they identify ways to improve their local career education program.

A Teacher's Guide to Career Education, K-5. 219 pp. ED 170 589.
A Teacher's Guide to Career Education, 6-8. 235 pp. ED 170 590
An Administrator's Guide to Career Education. 32 pp. ED 170 591.
Columbia, South Carolina: State Department of Education, Office of Vocational Education, 1975. Lesson plans for activities are presented in the first two of these guides and concrete suggestions of roles and responsibilities are presented in the administrator's booklet.

The Original American Early Morning Primer: A How-to-do-it Guide for Implementing Career Education in Rural Schools. Career Education Project, Cashmere School District, Cashmere, Washington 98815. 54 pp.

Momentum needs to be maintained through the planning phase. Keep going back with more materials, ideas, and help. It is fine to make inservice sessions between the initial one and the implementation phase voluntary. It is also fine to keep this "training" very informal, perhaps limited to conversations in the teachers' lounge. Not everyone on the faculty will be excited about career education, regardless of what is done. Concentrate on recognizing the enthusiasts rather than dwelling on those who do not express interest in career education.

Arrange for some of the most active faculty to start using community resources for guest speakers, field trips, and shadowing experiences. Involving community leaders who are good prospects for the Community Advisory Council would be especially productive.

Caution! The faculty members have to feel comfortable with career education before they start serious planning. A common pitfall is that the random activity generated here becomes viewed as the program. Complacency can be avoided by getting into planning while career education is an exciting novelty and people still want help.

Note: If infusion has been ruled out as the approach for the program, total faculty involvement will be unnecessary and Step 5 can be omitted or reduced in scope.

Step 6: Organize a Community Advisory Council

What does a Community Advisory Council do?

The Advisory Council serves as the school's main channel of communication with the community. It should be a two-way channel.

The Council's primary role in formulating the school corporation's plan is to make sure that the program will address students' needs as the community sees them, while capitalizing on the resources of the community in an effective way. Its tasks need not be limited to giving advice. The Council might be interested in tasks like surveying community opinions, assessing the community's assets, evaluating model programs that the school corporation might adopt, and assembling everything in an organized plan. The Council can be particularly valuable when it comes time to get the school board to endorse career education.

The Council's implementation activities might include developing field trip sites and guest speaker lists, organizing career fairs, locating free materials and facilities, helping the school staff learn about career opportunities, staffing career resource centers, promoting public awareness of career education, and fund raising.

In short, what the Council can do is limited only by who sits on it, how one deals with it, and what the school staff will allow it to do. If the decision is to request the Council to assume an active role in planning and implementation, it helps to call it an "Action Council" rather than an "Advisory Council".

Who should be on the Council

If the intention is for the Council to become a moving force in the community, get leaders, people who know the community and how to make things happen, on it. Look for people with connections to other groups whose participation is desired - the Chamber of Commerce, the United Auto Workers, the local CETA office, the PTA, etc. Aim high, but avoid the person who is booked solid six months in advance.

Consider the community's socio-economic make-up and include representatives of various community interests. A Council representing the auto industry, agribusiness, small business, and organized labor would be reasonable for many towns in Indiana. Also consider those individuals or groups whose interests should be guarded by including persons interested in career opportunities for

women, minorities, and handicapped persons. If the school corporation has a number of students belonging to a particular ethnic group, include a representative of that group to help spot any potential conflicts between that culture and the career education philosophy or methods being planned. Be sure to involve parents, and consider including several students.

Do not overload the Council with school staff. One-fourth of the membership is a reasonable maximum. There will be occasions when a larger group of school staff should meet with the Council, particularly during the planning phase, but this does not mean that the "extra" educators need to be made permanent voting members of the Council. Instead, include them as guests or hold joint sessions of the Council and committees composed of school staff.

Is a special council needed just for career education?

Not necessarily. There may already be a group that fits the description above and whose mission includes promoting education. If so, invite this group to assume career education as their next project. One advantage to this approach is that the group will not disintegrate if there are periods when the career education program does not need them for several months at a time.

Here are some pointers for working with the Council:

Promote a prestigious image of the Council by the way the group is treated and represented. Invitations to serve should come from the superintendent.

Orient the group to career education. The same materials and approach used with the school board in Step 4 might also work here.

Be businesslike and organized. Use agendas, minutes, and motions. Start meetings on time and have materials ready. Appoint or elect officers.

Keep meetings short.

Do not hold a meeting unless there is something to do.

Do not look to the Council to rubber-stamp pre formulated plans.

Do not ask the Council's advice unless the intention is to listen to it, but at the same time do not feel compelled to act on everything suggested.

Allow the members time to vent their personal philosophies of education.

Avoid dwelling on issues specific to one building or special interest group.

PHASE II: PLANNING

During Phase II the school corporation's career education program is designed, and plans for its implementation are formulated.

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Step 7: Form Planning Committees

The school corporation career education plan should: (1) provide for the best possible program to meet students' needs; while (2) having the best possible chances of being implemented successfully. One talented person working alone could develop a plan meeting the first criterion, but the second criterion calls for broad participation in the planning process. Here is a principle to follow through Phase II:

Everyone whose participation is needed for implementing the program should believe that the plan was his or her own idea.

How is that done?

Broad participation in planning is not accomplished by getting everybody in town together to plan the program. Instead, it is done by selecting genuine leaders to formulate the plan - people who have a good sense of what is needed and what will be accepted, and who will poll their constituencies, as well as inform them, at each step along the way.

Who should do the planning?

The Community Advisory Council, for starters. They might decide to involve additional community members in ad-hoc committees for the planning phase. For example, the Council might call upon the PTA to survey parents' opinions about what the program's goals should be (Step 8) and to rally parent support of the plan (Step 18).

A School Corporation Planning Committee should work in concert with the Community Advisory Council. The School Corporation Planning Committee may consist entirely of educators but it should include at least one representative of the central administration and each building that will (or may) participate in the program.

Building Planning Committees should include counselors, teachers, and media specialists. Building administrators should serve on these committees if possible. These administrators should make provisions for involving their schools in following through on committees' recommendations.

How should planning tasks be assigned?

Read the rest of this chapter to decide: (1) which tasks should involve the Community Advisory Council, and (2) whether each task needs to be done at the school corporation level, the building level, or both.

For example, the conclusion may be that the Community Advisory Council should have a major part in . . .

Step 8: Establishing student outcome goals
Step 9: Assessing the school corporation's assets
Step 10: Looking into model programs
Step 18: Taking the plan to the school board
Step 19: Announcing the board's endorsement of the plan

. . . and that the Council should be consulted on steps 11-17. Further, the decision might be that the following should be done at the school corporation level . . .

Step 10: Look into model programs
Step 16: Calculate total budget
Step 17: Retrench and revise
Step 18: Take the plan to the school board

. . . and that the following are primarily building-level decisions:

Step 11: Decide on delivery modes
Step 12: Set implementation goals

It is likely that the tasks outlined below will require work at each building and for the school corporation as a whole:

Step 8: Establish student outcome goals
Step 9: Assess assets
Step 13: List implementation tasks and costs
Step 14: Assign tasks
Step 15: Reassess coordination needs
Step 19: Announce the board's endorsement of the plan

Consider forming subcommittees. For example, building-level tasks might be divided among several subcommittees and some school corporation-level work could be done by joint subcommittees of the Community Advisory Council and the School Corporation Planning Committee.

Working together, the Community Advisory Council and the School Corporation Planning Committee should start by developing a schedule for all of Phase II, making sure that it is agreeable to all of the Building Planning Committees.

It should be decided who will do what and target dates should be set for completing each step. Notice that Steps 8 and 9 can be done simultaneously and work can start on Step 10 right away, but the remaining steps are fairly sequential. (See Box A)

How long will it take to formulate the plan?

How long it takes to develop the plan will depend on how comprehensive a program is sought and how many of the steps have already been completed. In some cases, two weeks would be enough; in others, two years would not be unreasonable. In any case, keep the momentum going. But don't be hasty, a well-thought-out plan will be worth every hour put into its development.

Step 8: Establish Student Outcome Goals

Educational goals and objectives come in all sizes - from very big ("Students will become productive citizens.") to very small ("Students will be able to name three ways in which anthropologists use math"). What is needed at this point is somewhere between the two. The goals for the total career education program need to be specific enough to:

- Help decide how to structure the program at each building
- Guide curriculum development and materials selection
- Communicate the program's purpose to the community

Making the goals too specific or worrying about their measurability tends to make the list too long and full of jargon to fulfill these purposes. More specific objectives will probably be needed at the curriculum writing or lesson planning stage, but that comes later.

There ought to be consensus that the program's goals are worth achieving. If career education resources are scarce, some aspects of career education may have to be tabled for awhile to concentrate all efforts on a few high priority outcomes. This is why it is a good idea to conduct a needs assessment - that is, to involve a variety of people with different perspectives in deciding what is most important to include in the plan.

Substep 1: Develop tentative goals

If the needs assessment starts with a list of all possible career education goals for the program, everyone's input into priority setting will be systematic and based on the same choices.

There are many lists of career education goals that could be used. See, for example:

Career Education Curriculum Materials Guide. Carol B. Kaplan. Palo Alto, California: American Institutes for Research in the Behavioral Sciences, June, 1977. 45 pp. ED 152 973. This document contains the objectives of the Comprehensive Career Education Model developed in 1972 at the National Center for Research in Vocational Education at Ohio State University.

Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress. Education Commission of the States, 1860 Lincoln Street, Denver, Colorado 80295, (303) 861-4917. ED 143 829.

Career Education Program Design. Edgar L. Richards. Research for Better Schools: Philadelphia, PA., 1981. 61 pp. ED # 199-453.

K-12 Goal Matrix. Career-Vocational Development Profile. An Educational Planning Resource. Educational Improvement Center of Northwest New Jersey: Morris Plains, New Jersey, 1980. 29 pp. ED # 206 887.

An alternative is for the school corporation to develop its own needs assessment instrument. The following page, Sample Goals, may provide a place to begin.

The goals should be self explanatory to people who are not knowledgeable about education. This is especially important if the intention is to ask non-educators what they think of the goals.

Don't say:	Students will demonstrate proficiency in the affective and cognitive skills associated with position search and employment acquisition.
If what you mean is:	Students will know how to get a job.

B SAMPLE GOALS

The goals used for the needs assessment should be as free of jargon as possible so that non-educators will understand them.

Self Awareness: Students will know enough about themselves to decide what careers would be possible and satisfying for them. That is, they will:

1. Want to work and understand the values that motivate them to work.
2. Know what kinds of rewards and work environments will best satisfy their needs to work.
3. Discover interests that could be pursued through work.
4. Discover personal strengths and limitations that might pertain to their career choices.

Career Awareness: Students will know enough about the world of work to choose their own role in it. That is, they will:

5. Understand the role work plays in people's lives.
6. Understand how the American economic/employment system operates.
7. Have a general awareness of a wide variety of career opportunities.
8. Be thoroughly knowledgeable about careers that interest them.
9. Appreciate the value of education as preparation for work.
10. Know how to get information about career and educational opportunities.

Decision-making: Students will be effective decision-makers in general and career planners in particular. That is, they will:

11. Appreciate the importance of thinking ahead.
12. Know how to make their own decisions.
13. Know what factors are and are not important to consider in planning their careers.
14. Set career goals that are consistent with their strengths and needs and with the realities of career opportunities.
15. Choose among their educational options with career goals in mind.

Implementation: Students will be able to carry out their career plans. That is, in addition to mastering the technical and academic skills needed for achieving their career goals, they will:

16. Know how to get into education and training programs.
17. Know how to find and get suitable jobs.
18. Have good work habits and be able to cope with the demands of a job.
19. Be able to relate effectively with others in work situations.
20. Know how to advance through career ladders.
21. Know how to make successful shifts in their career directions when economic conditions or their own needs change.

Substep 2: Assess needs

The idea of doing a needs assessment makes some people nervous. The term "needs assessment" means several different things, and people tend to think first of the most complicated ones.

One thing it means is statistics on how many students are poor, unemployed, illiterate, delinquent, or otherwise unfortunate. These sorts of data are often used to demonstrate a need for career education, as these groups of students may require special services. Data describing the student body have their place in program planning, but they are usually not enough.

Another approach to needs assessment is to (1) somehow decide how well students ought to be able to perform on a series of tests that measure tentative objectives, (2) give them the tests to see how well they actually perform, and then (3) place highest priority on the objectives that students are farthest from achieving satisfactorily. Theoretically, this is the most viable approach. However, career education tests are not abundant or especially good, and very few of them come with valid national norms. This makes the "standards setting" exercise (item 1 above) a complex guessing game. But if time and ambition allow for this approach, look into the National Assessment of Educational Progress/Career and Occupational Development Program. Career education tests are presented in:

Career Education Measures: A Compendium of Evaluation Instruments. N. L. McCaslin, Charles J. Gross and Jerry P. Walker. National Center for Research in Vocational Education, The Ohio State University: Columbus, OH, 1979. 342 pp. ED # 183 876. This lists over 200 abstracts and includes a rating form, reference lists, and bibliography.

Career Education Measurement Series, 1979. A set of five handbooks for evaluating career education programs. Order from the National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210.

A Guide for Improving Locally Developed Career Education Measures. N.L. McCaslin and Jerry P. Walker. Ohio State University: Columbus, OH, 1979. 60 pp. ED # 183 877. Includes material on planning and designing instruments, checking reliability, eliminating stereotypes, and gauging reliability.

Improving The Accountability of Career Education Programs: Evaluation Guidelines and Checklists. Kay A. Adams and Jerry P. Walker. National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio: 1979. 103 pp. ED # 183 878. Discusses planning, implementation, communication, and use of evaluation. Also includes an assessment scale and sixteen checklists.

National Assessment of Educational Progress/COD Technical Report: Exercise Volume. May 1977. 1475 pp. ED 141 582. (ERIC)

Using Systematic Observation Techniques in Evaluating Career Education. Ralph J. Kester. National Center for Research in Vocational Education, The Ohio State University, Columbus, OH: 1979. 71 pp. ED # 183 879. Focuses on observing, interviewing, and gathering data unobtrusively, and presents considerations for use.

Discussions of findings from a national study using the tests are presented in:

Career Development Needs of Nine-Year-Olds, Juliet V. Miller,
Career Development Needs of Thirteen-Year-Olds, Roger F. Aubrey,
Career Development Needs of Seventeen-Year-Olds, Anita M. Mitchell.

All are available from the American Personnel and Guidance Association, Publication Sales Department, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

The direct approach to career education needs assessment is usually the one selected and the simplest. All that is needed is to ask a number of people what they see as students' priority needs. The end product is essentially a compilation of different people's personal "needs assessments."

Who should be involved in the needs assessment?

Definitely get input from teachers, counselors, media specialists, and administrators. Also try to involve:

- local employers
- local labor representatives
- parents
- students
- graduates

The general rules in deciding whose advice to seek are to include those who (1) will be affected by the decisions resulting from the assessment, and (2) are in a position to know what students need.

What should the needs assessment participants be asked?

Ask them how important they consider each of the tentative goals; they might also be invited to add others to the list. The community should advise on school corporation-wide goals (i.e., what students should be able to do by the time they graduate). It is generally best for educators to decide when to address the goals. This can be done by asking teachers, counselors, and building administrators to rate the importance of the goals for students in their building.

There are two basic ways of identifying priorities. One way is to ask people to select the 5 (or 2 or 10) most important goals on the list. The other approach is to ask them to rate each goal on a scale of 3 to 10 points. The second approach is usually better because it provides more specific assessment information on each goal.

How should the data be collected?

Two basic ways are suggested or a combination of both might be considered.

One way is to get groups together to discuss the objectives before they vote on them. A group might represent only one "audience" e.g., students, or it might be one large "community goal-setting meeting" with representatives of all interests and perspectives. This approach can be very interesting and productive.

The other approach is to ask people individually, either through personal interviews or questionnaires. Meetings are both entertaining and enlightening, and make it possible to collect input from more people. Boxes C and D show sample lay-outs for questionnaires.

C SAMPLE COMMUNITY NEEDS ASSESSMENT SURVEY

This could be used with employers, labor representatives, parents, students, or graduates. Remember to include questions for any identifying information you need.

COMMUNITY SURVEY

Below are the goals under consideration for the career education program. Please help us set priorities by telling us which of these you think our schools should teach.

Very important - should definitely be taught in the schools

Worthwhile - should be taught if possible

Unnecessary - other educational needs outweigh this

Undesirable - the schools should not teach this

↓	↓	↓	↓	
___	___	___	___	(Your tentative goals go here.)
___	___	___	___	1.
___	___	___	___	2.
___	___	___	___	3.
___	___	___	___	4.

How should the data be analyzed?

The first step is to tally the answers and convert them to percentages. The different groups should be analyzed separately so that the result is separate profiles of the priorities of parents, employers, elementary teachers, etc. Next, some kind of formula to make the results more manageable might be used; Box E gives an example.

D SAMPLE FACULTY SURVEY FOR NEEDS AND RESOURCE ASSESSMENT

FACULTY SURVEY

Name: _____ School: _____

What grade or courses do you teach? _____

Below are the goals under consideration for the career education program. Please help us set priorities by indicating (1) how important you consider each goal for students in your building, (2) which goals you are already addressing and how, and (3) which additional goals you would like to add to your curriculum.

Very important - definitely should be taught in this building

Worthwhile - should be taught if possible

Unnecessary - other needs outweigh this

Undesirable - this should not be taught in this building

				Check here if you are already teaching this	Check here if you would like to teach this	(Your tentative goals go here.)
___	___	___	___	___	___	1.
___	___	___	___	___	___	2.
___	___	___	___	___	___	3.

Please describe what you are already doing to address the goals you checked in column 5. Examples:

Objective 17: One-week unit on resume writing in tenth grade English.

Objective 19: My second graders often work together on group projects. We talk about how their "jobs" relate to one another and how to get along with other "workers."

Please describe what else you would like to do in career education. Key your ideas to the objectives you checked in column 6, if possible. Example:

Objective 13: I would like to do more in counteracting sex bias and stereotyping.

(NOTE: Be sure to leave space for answers when the surveys are printed.)

Substep 3: Set school corporation goals

If lucky, all of the needs assessment groups (employees, parents, students, school staff, etc.) will identify the same priority goals. But in case they don't, decide how to handle conflicts before the results are returned. One way is to promise to include the highest-rated goal of each group. Another possibility is to give some groups precedence over others. Remember that it is generally a good idea to consider the community's wishes once their advice has been solicited.

A special role of educators' input is to give the goals continuity. The community may leave out a goal that has to be achieved in order to achieve one they like. For example, the community needs assessment results might indicate teaching career decision-making without self-awareness. One way to handle this would be to add self-awareness, but to be especially sensitive to how it is done - i.e., stick to aspects of self-awareness with clear career implications and take special care to avoid activities that might infringe on students' privacy.

Substep 4: Assign goals to buildings

Decide which school corporation goals to use at the elementary, middle school and high school levels on the basis of

- the career education already taking place at each level,
- the school staffs' priorities,
- career development principles, and
- coordination between career education and academic objectives.

Some objectives can be assigned to just one level; others may need attention at all three levels.

Box E shows one way to do substeps 3 and 4.

NOTE: It is best to finish the assets assessment before assigning building objectives. See Step 8

E SAMPLE NEEDS ASSESSMENT ANALYSIS

Hoosierville School Corporation used the instruments shown in boxes C and D to survey the community and school faculty. The faculty survey was analyzed separately for the elementary, middle, and high schools.

They came up with a "priority index" for each group on each goal by assigning 3 points for a rating of very important, 2 for worthwhile, 1 for unnecessary, and 0 for undesirable. For example, the community rated goal 1 as follows:

50% - very important (3)
40% - worthwhile (2)
7% - unnecessary (1)
3% - undesirable (0)

Thus, the community's "priority index" for goal 1 was:

$$(3 \times .50) + (2 \times .40) + (1 \times .07) + (0 \times .03) = 2.37$$

They decided to include in their program all of the goals that the community rated as 2 or higher. These goals would be assigned to the level(s) whose faculty rated them highest. They also decided to consider other goals the faculty rated 2 or above, and to include them if they would contribute to achieving the community's priorities.

The results for four of the tentative goals were:

Comm	EL	MS	HS	Goal
1.78	2.41*	1.92	1.03	5. Students will understand the roles work plays in people's lives.
2.08	2.21*	2.67*	2.10	7. Students will have a general awareness of a wide variety of career opportunities.
2.68	.17	.53	2.32*	17. Students will know how to find and get suitable jobs.
2.75	2.56*	2.48*	1.95*	19. Students will be able to relate effectively with others in work situations.

The asterisks show which goals were chosen for each level. Goals 7, 17, and 19 were included in response to community interest. In deciding where to teach them, the Hoosierville planners considered what they know about career development, as well as the survey results. They decided, for example, that goal 19 would require K-12 attention, but that career awareness should focus on students' individual interests by high school; thus goal 7 will be replaced by "students will be thoroughly knowledgeable about careers that interest them" at the high school level. Goal 5 will be included in the elementary program because teachers consider it important and because it represents a step toward goals 1 and 18, which the community rated high.

Substep 5: Identify special needs populations

Age is not the only factor affecting students' career education needs. The need may arise to make special provisions for minority, gifted and talented, or other groups. In some cases the difference will be in the relative importance of various goals; in others it will be in the choice of instructional methods.

Ask special education teachers, CETA staff, and other school and community people who work with special needs populations to help in translating the general guidelines presented in Box F into specific needs of your school corporation.

F EMPHASIS AND CONSIDERATIONS FOR SPECIAL STUDENTS

Emphasis: Special work may be required to help students compensate for missing or negative out-of-school experiences or to overcome unique barriers to career development. Areas commonly needing extra attention are:

Mentally impaired	Understanding that they can do productive and satisfying work
	Finding work they can do successfully
	Understanding the responsibilities of work
Physically impaired	Putting their handicaps in perspective as only one of their many traits
	Discovering the scope of options still available to them
	Dealing with external biases and barriers
Socially/emotionally impaired	Developing a positive self concept
	Relating with people in work relationships
	Coping with work pressures

Economically disadvantaged	Discovering their interests and capabilities
	Identifying with career success
	Making long-range plans
	Developing positive work habits
	Making it economically feasible to stay in school
Potential drop-outs	Recognizing the value of staying in school
	Achieving career maturity (all of the career education objectives) before leaving school
Multi-talented	Choosing from the vast array of opportunities open
	Discovering ways to pursue interests through leisure
	Coping with others' attempts to limit or direct their aspirations
Ethnic minorities	Developing a positive self concept
	Dealing with others' biases
	Understanding the work values of "mainstream" society and resolving conflicts between the values of their own cultures and the American economic system

Methods. Successful role models who share students' special needs characteristics are particularly effective. Other approaches should be designed to:

- Accommodate students' handicaps - through patience, alternative learning modalities, etc.
- Capitalize on students' strengths - for example, gifted students should be challenged with highly analytic exercises, self-directed research, etc.
- Avoid what hasn't worked before - for example, potential drop-outs should be provided experiences that are unlike traditional schooling.

Step 9: Assess Assets

Assets are what the school corporation has to work with in putting together a program to meet the student goals. Assets include not only tangible resources like money and materials, but also "facilitating conditions" that can be turned to the career education program's advantage, such as good administrator-faculty relations.

One important asset is the career education that is already happening in the schools. This can be researched during the needs assessment. The faculty survey in Box D, for example, asks faculty not only what they think of the tentative goals, but also what they are already doing to address them and what else they would like to do. The same information could be collected in other ways.

Perhaps the resource checklist presented in Box G during Step 3 was already checked. This time review it more thoroughly. The Advisory Council and planning committees will be able to do some of it from their heads, but other items will take some research.

Step 10: Look into Model Programs

Literally hundreds of career education programs have been developed in the last ten years. Consider saving some time and effort by adopting all or parts of another program instead of starting from scratch.

For programs that have passed rigorous standards of demonstrated effectiveness, contact the:

Indiana Facilitator Center
Logansport Community School Corporation
2829 George Street
Logansport, IN 46947
(800) 552-3388

For models within the state, check with the:

Division of Curriculum
Indiana Department of Public Instruction
State House, Room 229
Indianapolis, IN 46204
(317) 927-0111

G CAREER EDUCATION RESOURCES COME IN MANY DIFFERENT FORMS

Don't overlook these.

The community might be primed to help. For example:

1. Do the schools already involve community people in:
   a. serving as guest speakers?
   b. hosting field trips?
   c. providing students on-the-job training?
   d. finding students jobs?
   e. planning or evaluating curriculum?
   f. helping educators understand local employment needs and opportunities?

2. Does the corporation have an active PTA, PTO, or other mechanisms for coordinating the schools' and parents' efforts to promote youngsters' career development?

3. Does the community have any youth-serving organizations concerned about career development? Look into:
   a. Churches
   b. Boy Scouts and Girl Scouts
   c. Junior Achievement
   d. 4-H
   e. The CETA prime sponsor or Occupational Development Center
   f. YWCA and YMCA
   g. Boys Clubs and Girls Clubs

4. Does the community have any civic or professional organizations interested in serving education? These have national action plans for career education:
   a. Junior League
   b. Chamber of Commerce
   c. AFL/CIO
   d. National Institute for Work and Learning
   e. Rotary International
   f. National School Volunteer
   g. American Legion and American Legion Women's Auxiliary
   h. National Retired Teachers' Assoc/ American Assoc. of Retired Persons
   i. National Center for Service/ Learning
   j. National Association of Industry-Education Cooperation
   k. Women's American ORT
   l. National Alliance of Businessmen

5. Have public or key community figures been criticizing the schools for turning out graduates who are not prepared to work? (Take their criticisms as offers to help.)

6. Is the local press responsive to giving coverage to school programs and activities?

7. Do the school board members:
   a. seem intrigued by the idea of career education?
   b. get involved in curriculum decisions?
   c. have the capacity to get other community members moving?

The school corporation's current curriculum might hold opportunities that career education could build on. Consider, for example:

8. What elements of career education are already being taught?

9. Is anything being done in areas closely related to career education, such as:
   a. educational equity?
   b. values clarification?
   c. career or vocational guidance?
   d. economic or consumer education?

10. Could the vocational education staff and facilities provide career exploration opportunities for other students? (or faculty?)

11. Do the schools have career or special interest clubs?

12. Are the school schedules flexible, or do they have places where career education could fit in easily?

13. Do the schools have an objectives-based K-12 academic curriculum that could serve as a base for a career education infusion curriculum?

14. Do the schools have testing programs that could be made into a major self-awareness experience?

15. Do the guidance departments provide group counseling, teacher consultation, job placement, or other services besides individual counseling?

16. Would the school corporation be considered "cautiously innovative?"

17. Is there a good relationship between the administration and faculty?

18. Do the schools have formal or informal power structures that make it possible to get things moving by reaching just a few leaders?

19. Are there direct signs of interest in getting involved in career education from:
   a. teachers?
   b. guidance staff?
   c. media specialists?
   d. curriculum supervisors?

20. Are the superintendent and building principals ready to treat career education as a top priority?

21. Is the school staff keenly aware of needs that career education could help solve? For example:
   a. Are teachers looking for ways to make their classes more interesting and relevant?
   b. Do guidance counselors feel they should do more for students who do not go to college right after high school?
   c. Are administrators concerned about students' needs for employment and employers' needs for workers?

22. Are the teachers skilled at using "experiential" instructional methods, such as:
    a. class projects?
    b. small group discussion or counseling?
    c. role-playing?
    d. field trips and guest speakers?

23. Are the counselors skilled in group counseling techniques?

24. Are the counselors and/or media specialists skilled at guiding students to appropriate independent study materials and helping them use them?

25. Are some members of the staff skilled in curriculum development?

26. Have some of the staff become knowledgeable about career education through conferences, workshops, college courses, and reading?

27. What kinds of work experience does the staff have outside of education?

28. What connections to community resources does the staff have?

29. Does the school corporation have secretaries or clerical assistants to help with career education?

30. Does the school corporation have paraprofessionals who could help with career education?

Facilities, equipment, materials, and other resources that could contribute to career education include:

31. Space for a career resource center for student and staff use.

32. Audio-visual equipment.

33. Materials related to the career education objectives.

34. Access to materials lending services.

35. Time for staff development and program planning.

36. Transportation to community resource sites.

If a model program is located that looks like it would meet local goals and capitalize on local assets, it would be well worth a visit to the schools where it operates. Even if the trip is expensive, it may accomplish most of the remaining planning tasks. Also, the demonstration schools' staff will be a valuable source of technical assistance if the model is adopted.

Step 11: Decide on Delivery Modes

Now it is time to figure out how to fit career education into the school schedule and who will teach it. School staff - teachers, counselors, and media specialists - usually are the chief presentors. They are the people who coordinate students' learning, even if there are others involved in teaching - such as community resource people, parents, or peers.

Box H outlines eight selected choices for delivery modes and presents the pros and cons of each. Local goals and assets should guide the choice of delivery modes; however, special attention should be given to these factors:

- whether or not to preserve the career education activities that are already underway,
- the feasibility of necessary alterations in the school schedule,
- the willingness and ability of the "teachers" to "teach" career education,
- the amount of time needed for career education in order to achieve the student outcome goals,
- whether students need to be grouped according to their abilities, career interests, or other factors in order to achieve the goals efficiently, and
- the kinds of experiences students will need to achieve the goals.

Since much of career education is experiential, a standard classroom format alone may not convey these concepts. Lectures, films, reading, workbooks, and full class discussions have their place, but it will take more. In order to acquire self-awareness, career-awareness, decision-making, and career-plan implementation skills like those outlined in Box B, students will need:

Exposure to workers. Opportunities to talk to people in different fields are essential to learning about what motivates people to work and what the careers are really like. People outside of education also make the most convincing cases for the usefulness of education.

Exposure to work environments. To get a real sense of what it would be like to spend eight hours a day on a job, it helps to be there. Field trips are good for this; but job shadowing or observation experiences are usually better.

Opportunities to research personal career interests. At the elementary level, teaching the whole class about the same careers is acceptable, but by seventh or eighth grade, students should be given opportunities to explore their own career interests. Secondary students should be given occasional reminders that career opportunities are vast, but should not be asked to memorize details about occupations that do not interest them.

Small group interaction. Understanding what makes each person a unique individual involves recognizing that other people are different. Providing students the opportunity to discuss values, strengths, and interests with their classmates in a non-threatening environment is the point of role-playing and other forms of group counseling.

Group projects, job simulation, or work experience. An effective way to learn to work with others is to do so; an effective way to learn what it means for a worker to be an integral part of a larger organization is to become one. Students can experience these realistic situations through group projects, job simulations and/or work experience.

Straight answers to the question, "Why are we learning this?" The best time to convince students that what they are studying at school has "real-world relevance" is when they are studying it. It is possible to relegate the entire delivery of career education to counselors or special career education teachers, with this important exception. No one can replace the classroom teacher in relating subject material to necessary job skills.

Most of the delivery modes listed in Box H can accommodate most of these types of student experiences, though with varying degrees of ease.

A K-12 program might employ several delivery modes. Any combination is possible. It is not necessary to use the same modes in every school; what is best at the elementary level, may not be the best choice for the high schools. It is not even necessary to use the same delivery modes in all of the schools of the same level. For example, two middle schools might share common goals, but choose to address them in entirely different ways. So long as the assignment of goals to buildings is coordinated school corporation-wide, the choice of delivery modes can be a building-level decision. Schools choosing to use more than one delivery mode should decide which goals to address through each mode.

The K-12 program should be thought of as an integrated combination of components. Each component has a delivery mode, a student population, and one or more student outcome goals. Steps 12 and 13, and to some extent Steps 14 and 15, can be accomplished separately for each component.

H EIGHT CAREER EDUCATION DELIVERY MODES

(1) Units infusion. Units of special activities through regular classes; structured form of "infusion" in which regular classroom teachers deliver an explicit career education curriculum.

(2) Discretionary infusion. A form of infusion whereby content area and career education objectives are taught simultaneously through the same activities. This differs from units infusion in that teachers have more discretion in their choice of career education activities. Also, career education and content objectives have to be more closely correlated.

Pros of both 1 and 2

- Possible to fit in a maximum of career education in K-12
- Require no changes in school schedule
- Require no special staff or facilities
- Convey idea that preparation for work is a goal of the total school curriculum
- Accommodate any type of activity

Cons of both 1 and 2

- Require cooperation of all teachers in order to reach all students
- Require training and support for all teachers
- Can be difficult to implement at secondary level

Advantages of units over discretionary infusion

- Easier to monitor implementation
- Requires fewer supplementary materials
- Requires less teacher training
- Allows all teachers to benefit from field testing and refinement of units
- Less planning time required of teachers
- Does not rely on good academic curriculum objectives

Advantages of discretionary over units infusion

- Stimulates creative teachers
- Gives more meaning to subject matter for teachers and students alike
- Encourages good teaching practices and student behavior
- Does not take time away from academic instruction
- Better accommodates students' individual needs
- Less danger of becoming repetitive
- Develops teacher ownership of program

(3) Special class-elective.

(4) Special class-required.

Pros of both

- Surest guarantee that career education will be taught at secondary level

Cons of both

- Not enough by themselves but they tempt schools to consider career education "taken care of"

- Require only one teacher's involvement
- Several good texts are available
- Relatively ineffective for making other school subjects relevant to students
- Require special staff, classroom, and place in school schedule

Advantages of elective course

- Lower enrollment means lower cost
- Allows students to decide whether and when they are ready to think about careers seriously

Advantages of required course

- Guarantees all students career education exposure
- Demonstrates school commitment to career education
- Avoids problem of course becoming stereotyped, either as a "dumping ground" or as an "honors class"

(5) Special school-wide activities such as assemblies and career fairs.

Pros

- Highly visible to community
- Requires minimum training, development, and staff
- Good for giving students broad exposure to occupations
- Requires no permanent alteration of school schedule
- Can be a fun break from routine

Cons

- Requires special care to avoid biases, such as over emphasizing professions
- Narrow choice of activity types
- Even if only a small part of a larger program, its visibility might lead the community to think this is the entire career education program

(6) Taking students out of their regular classes individually or a few at a time, usually for small group counseling, field trips, or shadowing.

Pros

- Easiest mode for meeting students' individual needs
- Demonstrates that career education is as important as other school activities

Cons

- Teachers may feel that students get behind in regular classes
- Cannot do very often or for long periods
- Requires special staff

(7) Students fit career education into their own schedules. This includes counseling by request, individual use of career resource centers, and extracurricular activities.

Pros

- Offers students flexible opportunities, particularly if they have free time during the school day
- Promotes students' application of decision making, investigative skills
- Requires relatively little of staff

Cons

- Requires good publicity of services
- Demonstrates low priority of career education
- Many students who need help won't seek it

(8) Alternative school or school programs. The Experience-Based Career Education models developed by four national educational laboratories are complete school programs centered around career education and experiential learning. For the present purposes of this guide, teaching career education through vocational education or other limited-enrollment programs is in the same category.

Pros	Cons
- Can be intensive and thorough for participating students - Excellent opportunities to correlate career education and subject matter - Gives students who are ill-suited to the traditional school a chance for school success	- Not accessible to all students - Tends to be expensive

Step 12: Set Implementation Goals

The career education program is more likely to be fully implemented if everyone understands exactly what the program is - not only in terms of its goals and methods, but also its size and scope. Also, the school corporation might decide against implementing all components at once, or to start a component on a small scale and expand later if it works effectively.

Either way, it is good management practice to set implementation goals for each program component and for major activities within them. The implementation goals should indicate:

- which (or how many) students will participate,
- how much or how often, and
- when.

Measurable implemention goals make it clear what the "teachers" are expected to do, promote a sense of teamwork, and establish a common basis for evaluating the program's progress.

Examples of implementation goals:

- Beginning in 1981-82, 90% of sixth graders will spend a day shadowing a parent or family friend.
- By June, 1982, at least 75% of all teachers in grades K-12 will be relating their subject matter to career opportunities at least once per week.
- A career resource center will be opened to students in the high school in September, 1982. At least one-third of the student body will borrow and use materials from the center each semester.

REMINDER: Don't expect too much too fast.

Step 13: List Implementation Tasks and Costs

At this point each building has student goals and delivery modes. Each has some idea of what kinds of activities students will experience in each component and a schedule for implementing them. Consider now:

- What will the "teachers" have to do in order to provide the planned student services?
- What resources and help will the "teachers" need in order to carry out roles?

The answers will probably include:

- Student recruitment
- Lesson planning
- Teaching, using various instructional techniques
- Inservice training
- A curriculum
- Instructional materials
- Community resource development and coordination
- Transportation for field trips and shadowing
- Staff coordination

It is necessary to take each component one at a time and make a list of what needs to be done, developed, and obtained before the program even starts and what it will take to keep it going. Everything on the list should be linked to the student goals, either directly or through the types of activities planned for meeting the goals. For example, limit the inservice training specifications to people who are assigned implementation tasks and decide what they will need to learn on the basis of their tasks.

Then project the cost of each task. Staff time should be included, even if it will be taken out of the regular work day. (Nobody's time is "free" if that time could be spent doing something else.)

Box I shows an example for one program component.

Step 14: Assign Tasks

By now the chief "teachers" have probably been selected, at least by position, if not by name. But who is going to do the "behind the scenes" work? (screening materials, developing curriculum, scheduling field trips, and coordinating inservice training)

The implementation task lists for all of the program components (as per Box I) should be examined and determination made as to whether some of the tasks could be combined. For example, if local businesses need to be surveyed about their willingness to host elementary field trips, it would make sense to ask them at the same time about serving as guest speakers in the high school.

The next decision relates to who will be responsible for which tasks. The Planning Committee members might volunteer for some tasks. If someone else would be a better choice, be sure to check with them before volunteering their services. Community resource people may be included for such educational tasks as screening materials and developing curriculum.

Part III of the guide includes some pointers that will help in making these task assignments.

I COMPLETE SAMPLE PLAN FOR ONE PROGRAM COMPONENT

Program component: K-6 infusion in Lincoln Elementary
Delivery mode: Infusion
Primary deliverers: Classroom teachers

Student outcome goals: Students will

1. Understand the roles work plays in people's lives.
2. Be aware of a wide variety of careers.
3. Discover personal values, interests, and strengths that will later help them make career decisions.
4. View gender as an irrelevant career choice factor.
5. Practice good work habits in their "jobs" as students.
6. Relate effectively with classmates as co-workers.

Implementation goals:

1. In 19__ - 80% of teachers will participate fully in the career education program. Full participation will be defined as:
   a. Addressing each of the curriculum objectives assigned to their grade through at least one activity per semester.
   b. Teaching at least one content area lesson per week which simultaneously addresses a career education objective.
   c. Using community resources in their teaching at least once per semester.
   d. Using at least four self-directed or experiential learning activities for career education each semester. (These may be independent research activities, small group counseling, or group projects.)
   e. Consistently rewarding students for demonstrating good work habits such as coming to school on time, finishing their assignments, and cooperating with others.
2. A seven-member development team consisting of one teacher from each grade will:
   a. Plan a K-6 program meeting the stipulations of 1 a-e above by January, 19__.
   b. Fully implement the program in their classes during the second semester of 19__ - __.

c. Document their evaluations of each activity and revise the program as needed.

d. Participate in training the rest of the faculty to implement the program and lend assistance to their grade-level colleagues during 19__ - __.

Implementation tasks and costs: 19 -

	Direct*	Indirect
1. Training for career education coordinator or curriculum supervisor in infusion process - 1 conference + reading.	$300	3 days-coor.
2. Two-day workshop to train development team and media specialist in infusion process and to develop curriculum objectives for each grade.		
- 14 days teacher released time @ $30	$420	
- other staff time		2 days-med. spec. 4 days-coor.
3. Review, select, and purchase materials.		
- materials costs	$1500	
- collect samples, screen, place orders		5 days-med. spec. 3 days-coor.
- make final selections - includes 1 day released time for 7 development team teachers	$210	1 day-med. spec. 1 day-coor.
4. Develop lesson plans and materials - includes 2 one-day workshops with released time.	$420	35 days-teachers 5 days-coor. 3 days-med. spec.
5. Develop community resources - identify 14 for use in spring 19__ and 26 for 19__ - __. Includes local travel and postage.	$150	20 days-coor.
6. Evaluate and revise curriculum activities - includes 1-day workshop with released time.	$210	14 days-teacher 3 days-coor. 1 day-med. spec.
7. Training for development team in lending technical assistance to other faculty. One day during summer. Includes outside trainer fee and expenses.	$200	7 days-teachers 2 days-coor. 1 day-med. spec.
8. Overall program coordination and administration.		10 days-coor.
TOTAL	$3410	120 days

*Direct costs are "out of pocket." Indirect costs consist of staff time which will be donated or fit into their regular schedules. Instructional time is not included.

Indirect staff costs are as follows:

Coordinator:		51 days
Media specialist:		13 days
Each development team teacher (7):		8 days

Implementation tasks and costs: 19 -

1. Print locally-developed curr. guide and materials, purchase additional materials.	$1,000	
2. One day faculty training in curriculum implementation - held on professional day in August.		
- prep time (2 days each)		14 days-dev. team 2 days-coor. 2 days-med. spec.
- training session		23 days
- meeting expenses	$ 30	
3. Two half-day workshops for each teacher. Teachers will choose two of four sessions to attend.		
- prepare and conduct 4 sessions		12 days-coor.
- released time for 21 teachers	$630	
- training materials	$100	
4. Develop 40 additional community resources. Includes postage and local travel.	$150	20 days-coor.
5. Lesson planning time beyond what is required for a familiar curriculum -		4 days
per teacher not on development team.		56 days
6. Lend technical assistance to colleagues.		42 days-dev. team 12 days-med. spec.
7. Overall program coordination and administration.		20 days-coor.
TOTAL	$1910	203 days

Indirect staff costs are as follows:

Coordinator:	55 days
Media specialist:	15 days
Each development team teacher (7):	9 days
Each teacher who is not on the dev. team (14):	5 days

Step 15: Reassess Coordination Needs

The leadership structure used thus far in planning the program may or may not be what is needed when implementation begins. Chances are that each building will need someone to:

1. Carry out some of the implementation tasks (e.g., transport materials to and from the school corporation's resource center).
2. Make sure that all of the implementation tasks get done, and in a coordinated fashion.
3. Serve as an "in-house" resource of career education expertise.
4. Facilitate communications within the building.
5. Represent the building in system-wide coordination activities.

The assumption should not automatically be made that the planning leaders are the best choices for these roles. Developing a school corporation plan and arranging field trips calls for a different set of skills. Someone may need to be released to do some coordinating tasks, especially at first. The chances for support and approval for released time are better if only an hour or two per day is required. Do this by spreading the work out as much as possible. For example, the tasks listed above could be shared as follows:

task 1: a secretary or paraprofessional

task 2: the principal

tasks 3, 4, and 5: a counselor or teacher

Certified staff should not be used for tasks that could be done by someone else at a lower cost. One should also try to avoid placing teachers and counselors in any sort of supervisory role, unless that is a well-established practice in the school corporation. It is generally best to leave staff motivation and evaluation to the principal, or perhaps assistant principals.

The same principles apply to corporation-level coordination. An additional consideration here is that if the same tasks need to be done for several buildings, it is generally better to centralize or coordinate the work than for each building to proceed independently.

Step 16: Calculate Total Budget

This step is already near completion if costs were estimated for each program component as in Box I. However, combining some tasks from different components probably brought the cost of the total package below the sum of the separate components' costs. Some staff time should be added to coordinate the total program.

Staff time that will have to be paid directly from the career education budget should be included in the price tag presented to the board. This includes substitute pay and stipends for after school or summer work and all or part of the salaries and fringes for any new positions created. The board should be told about the staff time that will have to be squeezed out of regular schedules. Showing the staff's "in-kind contribution" can be impressive.

Step 17: Retrench and Revise

Is the plan too expensive? If so, retrace through the planning steps until the cost is reduced to the specified limit - or low enough to look reasonable to the school board. Perhaps one of these cost-savings measures will do the trick:

Step 16: Shift some staff time from the "out of pocket" category to the "fit into regular schedule" category.

Step 15: Distribute coordination functions among more people.

Step 14: Reassign tasks to less costly personnel, perhaps to community volunteers; combine task assignments more efficiently.

Step 13: Reduce budgets for materials and other purchasable items; look into borrowing such items or getting them donated.

Step 12: Reduce the number of staff or students who will participate; reduce the number or length of activities (such as field trips); delay the implementation of some components to a later year.

Step 11: Use the same delivery modes in different buildings to reduce developmental costs.

Step 10: Reconsider adopting a program that is already developed.

Step 9: See if any assets could be used more fully; identify additional assets, particularly community resources that could help with some of the costs.

Step 8: Eliminate for the time being the lower-priority program goals and the corresponding program components.

Step 18: Take the Plan to the School Board

The object is to convince the board to (1) officially endorse the implementation plan as school policy and (2) appropriate the funds necessary to carry it out. Be straightforward about these intentions.

Research the board's style of operation in advance of the meeting. For example, some boards will want to hear the details, while others will allocate only enough time to explain the goals and cost. Some boards do everything in executive sessions; others are more open.

In general, though, it is wise to keep the presentation short, while being prepared to elaborate on any aspect that the members may want to know more about. Demonstrate that the planning process was systematic, that it involved the community, and that every effort was made to make the plan cost effective. Highlight the needs assessment findings, student goals, implementation goals, and reasons for expecting the program to succeed.

The board will probably be looking for signs of support from the superintendent and building principals. Add to that endorsements from the community, parents, and teachers, and the chances of getting the board's approval are heightened.

Step 19: Announce the Board's Go-Ahead

Spread the word to the faculty the very next day. At the next faculty meeting give an overview of the entire plan, focusing on the components involving the building. Be very explicit about the faculty's roles in implementing the new program.

This should not be like an "unveiling." If the faculty members have been involved and informed along the way, the plan will hold no significant surprises. The real point of the formal announcement is to make it clear that the administration intends for the plan to be implemented and to get the faculty excited about doing their part. It is often effective to have the principal make the announcement or, at least, be there to express his/her commitment to the plan.

Community members involved in the planning process should be informed of the board's decision personally. It would be thoughtful to send a note to anyone else who participated in the needs assessment.

Include the use of the press. A conspicuous article in the local newspaper outlining the plan could give you a head start on developing community resources. Consider giving potential guest speakers, field trip hosts, and other community participants a name and number to call to express their interest in participating.

PHASE III: IMPLEMENTATION

This chapter deals with the "behind the classroom scene" tasks of implementing the corporation plan.

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Funding and Other Help

In spite of the frugality employed in developing the program's budget, the school corporation may be unable to cover the cost. If so, look into the possibility of a grant. The Indiana Department of Public Instruction (address and phone below) may be able to suggest current funding sources. Components of career education can also be supported through CETA (the Comprehensive Employment and Training Act). Contact the Occupational Development Center or CETA prime sponsor agency in your county. Private foundations are another funding possibility.

For accountability reasons, grants involve paperwork and usually have restrictions on what kinds of career education activities can be supported. Recognize funders' accountability needs; if the school corporation cannot comply with them, find another source of funding. Do not despair if no single funding agency can cover the entire budget. It is often possible to combine several grants and local funds to make a "patchwork" budget that supports a complete K-12 program.

The Indiana Department of Public Instruction offers technical assistance in program planning, staff development, and materials selection. The DPI staff can also direct interested persons to other resources.

Indiana Department of Public Instruction
Division of Curriculum
State House, Room 229
Indianapolis, Indiana 46204
(317) 927-0111

Other in-state sources of materials and limited technical assistance include:

Vocational Education Services
State Road 46 Bypass, Room 111
Indiana University
Bloomington, Indiana 47405
(812) 337-6711

Materials Preview and Evaluation Center (IMPACT)
901 North Carrollton
Indianapolis, Indiana 46202
(317) 266-6711

Indiana Council for Economic Education
Krannert Graduate School of Management
Purdue University
West Lafayette, Indiana 47907
(317) 494-8545

Many of the publications cited herein, as well as other career education resources, are available through ERIC (Educational Resources Information Clearinghouse) or GPO (the Government Printing Office). Documents available through ERIC are shown with reference numbers beginning with "ED." ED or GPO stock numbers must be cited when ordering documents.

ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210
(703) 841-1212

Government Printing Office
Washington, D.C. 20402
(202) 275-2051

Staff Development

The staff has been through awareness training. They already know the what and why of career education as a national movement and are familiar with the school corporation plan. Focus now on develc·ing the knowledge and skills each person will need in order to assume his or her role in the plan.

Start by analyzing the implementation tasks - both "behind the scenes" work and teaching assignments. What capabilities will those tasks require? The answers translate into possible training topics, such as:

- How to do teacher training
- How to develop an infusion curriculum
- How to develop a community resource file
- How to screen materials for biases
- How to manage a materials library
- How to evaluate a career education program
- How to use community resources in teaching
- How to do small group counseling
- How to use the particular materials selected for the program

The staff might also need help in devising methods of teaching toward particular student objectives, such as:

- Counteracting occupational sex stereotypes
- Developing self-awareness
- Instilling good work habits

Finally, they may need some career education themselves, such as:

- Career opportunities related to particular subject areas
- How to handle job interviews
- Career ladders and how to climb them

These are only possible topics. To identify the actual ones, do a needs assessment. Give everyone a list of the topics associated with their roles and ask with which, if any, they need help. Then put everyone's lists together and work out a schedule much as you would a class schedule, trying to get everyone in the sessions requested.

Local inservice training is one way to do staff development, but not the only one. Consider these possibilities:

- "Infusing" training into working sessions, such as curriculum development or materials review meetings
- Professional reading
- State and national conferences and workshops (a cost-effective approach if only one or two people need a skill or if they can come back and train others)
- Individual consultation
- University courses
- Exploratory work experience in business and industry

Here are some tips on conducting local inservice training:

- Use the career education coordinator and/or other local staff with good training skills whenever possible.
- Outside trainers can be effective for firing people up. Practitioners should be favored over "theoreticians" and they should be told in advance exactly what is needed and why.
- Keep the size of training groups under 20 whenever possible.
- Have explicit objectives, and include only the staff who need to be there (plus administrators, whose presence conveys support).

- Make sessions participatory.

- Make sessions practical.

- Try to arrange college credit for the program. (Contact the education department chairperson of a college or university.)

Some good resources for conducting training in career education are:

Career Education Implementation Guide. (One Part of Wisconsin's Inservice Training Packages.) Madison, Wisconsin: State Department of Public Instruction, 1979. 67 pp. ED 173 627. Provides training activities for teachers, counselors, and other elementary-secondary staff members who are involved in the delivery of career education to students.

Career Education Inservice Training: Keys to Success. Indiana Department of Public Instruction, 1980. 1 Available from DPI.

Career Education Staff Development Project, 1978-1979. Detroit Public Schools: Detroit, Michigan, 1979. 32 pp. ED # 193 441.

Experience-Based Career Education Staff Development Handbook. Nancy Banker. Far West Laboratory for Educational Research and Development: San Francisco, California, 1976. 160 pp. ED # 193 427.

Implementing Career Education, Master Trainer Project Handbook. California State Department of Education: Sacramento, California 1980. 80 pp. ED # 183 953.

Staff Development in K-12 Career Education. Kenneth B. Hoyt. U.S. Office of Career Education: Washington, D.C., 1980. 34 pp. ED # 201 824.

The 1979 Annual Career Education Handbook for Trainees. Carolyn Raymond, Ph.D. Palo Verdi Associates, 2032 East Riviera Drive, Tempe, Arizona 85282, (601)838-0589.

Community resource development

Don't be shy

The staff may be amazed by the community's eagerness to help with the career education program. Many employers and labor leaders really do recognize that their contributions to career education can make the students of today into a better work force for tomorrow. For this and other reasons, career education holds tremendous public appeal. In addition, nearly everybody wants to be a teacher, if only for a day.

Ask for whatever you want from whomever you want it. The worst that can happen is that the request will be turned down but a "yes" or a compromise is much more likely. Good things happen when communities and schools work together. Many success stories occur in places where community people have invested a lot of their time, expertise, and even money.

If the school staff feels uncomfortable in going to the community in spite of these assurances, start with community people that are already known. For example, ask students' parents to serve as guest speakers, or work with an established field trip host to give the second grade trip to the zoo a new career twist.

How to find community resource people

Start by analyzing what kinds of careers need representation. If the curriculum is organized around a cluster system, that will serve as a guide, consideration might also be given to surveying students' career interests. Make a special effort to find people who have had to overcome barriers of sex, race, or handicaps to achieve their positions.

The Community Advisory Council might be able to advise on what to do next. In fact, they might even do it themselves.

Going to organizations such as the Chamber of Commerce, civic groups, and personnel directors' organizations is an efficient recruitment approach. Another way is to contact businesses, industries and labor organizations listed in the yellow pages. The first contact may be by mail, but those expressing interest should be followed up by phone and eventually in person. As a general rule it is best to start with the personnel director of large firms and with the president or manager of small ones.

What to do with them

Use community resources to give students what the schools cannot provide. This includes information found in neither the library nor in teachers' heads, such as current and detailed facts about specific careers, corporate structures, and local employment opportunities. It also includes insights that are more convincing when they are based on students' own experiences or on the testimony of people who "have been there", such as the importance of dressing well

for a job interview or the satisfaction that can be derived even from jobs that appear tedious. Virtually any student objective can be achieved through use of community resources. Identify those areas in which the program could best use community assistance.

There are four basic types of student experiences which use community resource people as "teachers": guest speakers, field trips, shadowing, and exploratory work experience. Be creative and encourage resource people to do like wise in devising variations on those themes. Don't forget that educators can also learn from community resources; all four methods have been successful in developing staff, as well as student, career education skills.

How to manage them

If at all possible, arrange a personal meeting in advance of the event (field trip, etc.). An orientation might be held involving all of the community resources, or individual meetings scheduled. If a personal meeting is impossible, phone instead.

Speakers and hosts need to understand the objectives of the event, so be very explicit. Give community speakers and hosts a general idea of what they should do and/or talk about; allow them to be creative in filling in the specifics, but be prepared to give assistance if some seem to want it. (A brochure is designed for community persons, "Career Education in Indiana: Education Towards a Useful and Fulfilling Life." Another brochure for community use "How to be a Hit with Students," is available from the Department of Public Instruction, Career Education Office, for this purpose.) Remember that these individuals are not teachers and are probably nervous about dealing with youngsters. Tell them something about the students and provide some teaching pointers, particularly if the students are young. For example:

> "It is a bright class, very energetic and curious. Like most seventh graders, they can't sit still for long. It would be best if you could talk for about ten minutes, then answer their questions. Next do a demonstration or play some kind of game with them. Use the last few minutes for your final remarks. It they ask an embarrassing question, explain that the question is sort of personal, and try to answer it in general terms."

If the school corporation's use of community resources is at all extensive, central coordination is a good idea. This will prevent overusing some resources while others are neglected.

Orient the students

Students will get the most out of their interactions with community resources if they, too, are prepared in advance. In addition to logistics and etiquette, get students thinking about what to look for and what questions to ask. After the experience, give them an opportunity to talk and think about what they have observed.

Curriculum development

Curriculum development should be done by the teachers who will teach the curriculum, with help from curriculum specialists.

Start with the student outcome goals. Break the goals down to a longer list of smaller objectives, particularly if the "discretionary infusion" approach was chosen as the implementation method. (Box H).

If the school corporation decided on discretionary infusion, the next steps are to match the career education objectives to content area objectives, then develop activities which achieve them both. For more on this process, see:

Career Education: A Mini-Course Curriculum Guide. South Carolina State Department of Education: Columbia, South Carolina, 1979. 44 pp. ED # 183 804.

Career Education Infusion: A Review of Selected Curriculum Guides for The Middle School. Carolyn D. Raymond. ERIC Clearinghouse on Adult, Career, and Vocational Education, National Center for Research in Vocational Education: Columbus, Ohio, 1980. 48 pp. ED # 193 531.

Career Education Infusion: Strategies for the Classroom. Walter Popper, and Thomas W. McClain. Institute for Governmental Services, University of Massachusetts; Amherst, Mass., February, 1978. 73 pp. ED # 159 781.

Coordinated Career Education Curriculum Guide. Arkansas State Department of Education: Little Rock, Arkansas, 1981. 125 pp. ED # 204 498.

A Handbook of Teacher-Developed Career Education Infusion Lessons for the Senior High School. Livonia Public Schools: Livonia, Michigan, 1978. 893 pp. ED # 197 698. This is a very comprehensive treatment of teacher-developed materials.

Infusing Career Education Into Basic Skills Instruction at the Elementary School Level: Strategies and Ideas for Teachers. Carol B. Aslenian, Academy for Educational Development: New York, N.Y., 1980. 27 pp. ED # 195 744.

Teaching Units Infusing Career Education, 7-12. Part 1. Polaski County Special School District: Little Rock, Arkansas, 1980. 130 pp. ED # 190 854.

The Uncomplicated Elementary Career Education System for the "Real" Classroom. Illinois State Office of Education: Springfield, Illinois, 1979. 4 volumes dealing with grades K-6, career "capers," language arts in grades 7 and 8, and math in grades 7 and 8. (See Ed # 181 198, 181 199, 181 200, and 181 201.)

If the units approach to infusion is planned, decide which objectives to emphasize in each department or grade, then select or develop units to address the objectives.

For separate classes consider starting with a commercial program plus supplementary materials. McKnight and American Learning Systems are among the publishers that market curriculum packages for this purpose.

Resist being taken in by commercial materials' colorful pictures. Look instead at how well the materials match the program objectives and the students' abilities.

There are literally hundreds of non-commercial compilations of classroom career education activities. Some possibilities are:

. . . And What Are You Planning To Be When You Grow Up? A Guide for Career Education in The Primary Grades. Arkansas State Department of Education: Little Rock, Arkansas, 1979. 196 pp. ED # 203 160.

Career Education Resource Guide. Thomas D. Treasy. Philadelphia School District: Philadelphia, PA., 1981. 3 volumes--grades K-6, 7-9, and 10-12. (See ED # 211 689, 211 690, and 211 691.)

A Career Education Sampler. Elaine Couma (Compiler). Educational Improvement Center of Northwest New Jersey: Morris Plains, New Jersey, 1981. 3 volumes--grades K-3, 4-6, and 7-9. (See ED # 206 888, 206 889, and 206 890.)

Dimensions: A Catalog of Ideas Relating Education to Work. Prepared for the Office of Career Education, U.S. Office of Education by Pacific Consultants, 2020 K Street, N.W., Washington, D.C. 20036. 162 pp. U.S. Government Printing Office: 1978-262-773.

Just Around the Corner . . . A Guide for Career Education in The Intermediate Levels. Arkansas State Department of Education: Little Rock, Arkansas, 1979. 185 pp. ED # 203 159.

Follow the Yellow Brick Road. Prepared for the Office of Career Education, U.S. Office of Education by Thomas Buffington and Associates. Washington, D.C.: Government Printing Office, 1979. 82 pp. Stock No. 017-080-02028-8.

Promising Practices in Oregon Career and Vocational Education (Revised). Larry J. Kenneke and Warren N. Suzuki. Oregon State Department of Education: Salem, Oregon, 1981. 66 pp. ED # 205 701.

Threads: A Tapestry of Self and Career Exploration. Robert S. Barkhaus and Charles W. Bolyard, 1977. Kendall/Hunt Publishing Company, 2406 Kerper Boulevard, Dubuque, Iowa 52201.

It would be wasteful not to take advantage of the massive curriculum development efforts of others. Nonetheless, getting teachers to create some of their own materials and activities is also recommended. It's fun to do; it's a good way to learn the infusion process, and it develops teachers' sense of "ownership" of the program.

Classroom and resource materials

Where to get classroom and resource materials

Commercial publishers offer an impressive array. Some of the publishers are:

Olympus Publishing Company
937 East Ninth Street
Salt Lake City, Utah 84105

Houghton Mifflin Company
One Beacon Street
Boston, Mass. 02107

Turner Career Guidance Series
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Educational Design, Inc.
47 West 13th Street
New York, New York 10011

Charles Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, Ohio 43216

Westinghouse Learning Corp.
5005 West 10th Street
Oak Lawn, Illinois 60453

Encyclopedia Britannica
Educational Corporation
Reference Division
425 North Michigan Avenue
Chicago, Illinois 60611

Chronical Guidance
Publications, Inc.
Moravia, New York 13118

Harcourt Brace Jovanovich
757 Third Avenue
New York, New York 10017

Career Futures, Inc.
2100 Locust Street
Philadelphia, Pennsylvania 19103

Random House School Division
Department 0162
400 Hahn Road
Westminster, Maryland 21157

McKnight Publishing Company
P.O. Box 2854
Bloomington, Indiana 61701

See also:

The Catalog, 1978-1979. Revised Edition. Lois Keene (editor). Career Education Resource Center: Englewood, Colorado, 1979. 196 pp. ED # 182 555.

Career Education Practices: An Overview and Guide to Resources. Patricia A. Henning. Research for Better Schools: Philadelphia PA., 1980. 114 pp. ED # 182 524.

Career and Occupational Literature: A Current Annotated Bibliography and Resources for Occupations. Federation Employment and Guidance Service: New York, N.Y., 1979. 112 pp. ED # 178 784.

The schools' media specialists might be able to locate additional resources. Businesses, organizations, and government agencies have career information materials for the asking.

A directory if available from DPI:

Private Sector Resource Directory Indiana Department of Public Instruction, 1980.

How to select materials

Evaluate each item in terms of how it relates to the objectives, whether it is consistent with the students' abilities, and whether it is sex and culture-fair. For more specific criteria for evaluating materials, see:

Selecting Career Education Instructional Materials: A Comprehensive Guide. Indiana Department of Public Instruction, 1979. Available from DPI.

Resist sinking your entire materials budget into a single package. Instead, select a combination of items that, taken together, meet the school corporations needs. With this approach, however, it is possible to over-represent particular objectives, occupations, levels, etc. To avoid this, categorize individual items according to objective, level, and medium and buy the combination of items that best cover the spectrum.

Career information materials should be considered by occupational category and by skill level within category. Two occupational cluster systems are the worker trait groups used by the U.S. Department of Labor as seen in:

Dictionary of Occupational Titles. Available from McKnight, P.O. Box 2854, Bloomington, Indiana 61701.

and the 15 clusters used by the U.S. Department of Education as seen in:

Seminars on Occupational Clusters. A Report. Washington, D.C.: Bureau of Occupational and Adult Education, 1975. 120 pp. ED 110 816.

In evaluating career information systems, consider whether they can be updated, how often they will be revised, and how much it will cost to keep them current.

Where to put materials

It is best to keep resource materials in the schools, even if students are not invited to browse through the collection. The drawback, of course, is that each school will need a set. A compromise is to provide each building with the basics and house the rest centrally or rotate them through schools on a regular schedule.

Resource centers for student use need to be staffed by someone who can help students locate and use the materials. A special corner of the library is a good choice if the media specialist is a career education enthusiast. An unused room in an area of heavy student traffic is another possibility. The center might be staffed by trained students, community volunteers, or para-professionals. The guidance office can be used if it can accommodate large numbers of walk-ins, is easily accessible, and has plenty of display and study areas.

Be sure to publicize the resource center, wherever it is. When new items come in, make sure people know about it.

For more details on career resource centers see:

Career Resource Centers. Valija Axelrod, Harry Drier, Karen Kimmel, and others. The National Center for Research in Vocational Education: Columbus, Ohio, 1977. 112 pp.

The Career Resource Center: A Guide for Implementation. Richard D. Fine. Department of Vocational and Adult Education, Roanoke City Public Schools, Virginia, 1978. 59 pp. ED # 177 295.

or contact:

The California Career Education, Dissemination Center
4400 Cathedral Oaks Road
P.O. Box 6307
Santa Barbara, California
(805) 967-5688

Evaluation

Everyone who has anything to do with the program will "evaluate" it. That is, they will form opinions about which parts are effective and which need more work, whether the program is helping students or hurting them, progressing satisfactorily or in a rut, a productive investment or a frivolous waste. The purpose of doing a systematic evaluation is to make it possible for people's personal evaluations to be founded in facts, not just vague impressions. The best time to allow the program evaluation is when the program is initially planned. By evaluating the program from the start, the results can be used to make continuous improvements.

These three kinds of evaluation have the widest application to local career education programs:

Compiling opinions. Knowing what people think of the program has two advantages. First, it might uncover something about the program (whether it is a problem or an accomplishment) that would otherwise be overlooked. Second, it identifies misunderstandings that need to be corrected if the program is to get the credit it deserves.

Formal surveys are an option, but it is also possible to keep track of what people are thinking through group discussions and personal contacts. The opinions of school staff, students, parents, and community resource people are all important.

Examples:

- Ask teachers to evaluate the effectiveness of each activity they use from the new curriculum guide. Use the findings to decide which activities to keep, which to toss, and which to modify.

- Survey parents' opinions of various aspects of the program. Some conclusions from the results might be that: more work needs to be done in explaining that the school is not trying to get kindergarteners to set career goals; some of the values clarification activities will have to go; a number of parents have noticed that their children are more interested in school since the program started.

Monitoring implementation. It is very important to keep track of how much career education is taking place. The program is accountable to the school board and perhaps to others who deserve to know how things are progressing. In addition, the people involved in the program need to know whether to feel good about their progress or to work harder to achieve their goals.

Evaluate the program's progress toward implementation goals that were set at Step 12. Those examples, once again were:

- Beginning in 198_-8_, 90% of sixth graders will spend a day shadowing a parent or family friend.

- By June, 198_, at least 75% of all teachers in grades K-12 will be relating their subject matter to career opportunities at least once per week.

- A career resource center will be opened to students in the high school in September, 198_. At least one-third of the student body will borrow and use materials from the center each semester.

Use available data including enrollment figures, field trip records, and library check-out records to monitor programs. Periodic surveys of teachers and counselors will also be needed; if possible, use personal interviews rather than questionnaires. If it makes sense to analyze and report the data by school or department, do so. Such analysis will help pinpoint where more effort is needed and stimulate some healthy competition.

Measuring student learning. Measuring how well students are attaining the student outcome objectives can be tricky and expensive. The main problem is finding tests that really measure what the students are learning. In many cases it is better to concentrate on the first two kinds of evaluation instead, and rely on teachers' (and others') observations of what students are obtaining from the program.

But if the need is for objective data on student learning, start with these resources:

> Ways to Evaluate Different Types of Career Education Activities: A Handbook of Evaluation Models. Anita Mitchell and others. American Institutes for Research: Palo Alto, California, July 1978. 228 pp. ED # 162 108
>
> Career Education Measurement Series, 1979. A set of five handbooks for evaluating career education programs. Order from the National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210.

This resource is helpful for all kinds and all phases of evaluation, from writing measurable objectives to presenting an evaluation report:

> Program Evaluation Kit, Lynn L. Morriss and Carol Fitz-Gibbon, 1978. A set of eight handbooks available from Sage Publications, 275 South Beverly Drive, Beverly Hills, CA 90212.

Momentum maintenance

Once the program is firmly in place and running smoothly, take a vacation.

But don't be gone for more than a week. Career education will soon lose its advantage as a novelty, and it will take some work to keep people interested. Be pleased when career education becomes routine - i.e., a normal part of school life. But to keep it a permanent part of school life, keep people aware of what is being done in career education. Avoid overdoing it; this could get tiresome. But from time to time:

- Talk about career education at faculty meetings.
- Give the school board an update.
- Remind students of the career education services available to them.
- Mention career education in school newsletters.

- Include career education as a topic of parent-teacher conferences.
- Get a feature story in the local newspaper.
- Send a newsy letter to everyone on the community resource list.
- Publicize evaluation findings.

Keep the program fresh. Almost any program can use some polishing. Even if it is technically flawless, keep making minor modifications just to keep it from going stale:

- Replace an old activity with a new one.
- Reassign staff roles.
- Offer refresher training.
- Buy some new materials.
- Develop some different community resources.
- Add a new component or a new objective.
- Coordinate with and offer assistance to other programs.

Reaffirm career education's priority. Continue to express board and administrative support.

- Give new staff career education training.
- Recognize and reward the work of outstanding faculty and community people.
- Include career education in staff evaluations.
- Conduct a comprehensive program evaluation and follow it up with program refinements.

Perhaps the day will come when career education no longer needs its own identity - when it is so thoroughly ingrained into the community's way of educating youth that the term can be forgotten. However, that might take a decade or more. In the meantime, best wishes in providing the right blend of patient leadership and persistent advocacy that will make the program thrive.